USC

Course Outline

Code: OCC402
Title: Professional Issues in Occupational Therapy

School: Health & Sport Science
Teaching Session: Semester 2
Year: 2019
Course Coordinator: Dr Anita Hamilton
Course Moderator: Dr Kieran Broome

Please go to the USC website for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1 Description
You will develop an understanding of professional issues relevant to working as an occupational therapist in contemporary practice. The course will explore essential skills for entry to practice, specialised and emerging areas of practice, sustaining a healthy career and contributing to the future of the occupational therapy profession. You will understand registration procedures and the functions of OT Australia and focus on enhancing your readiness to enter practice. Activities will include professional development, career planning, mentoring and developing a professional ePortfolio.

1.2 Course topics
- Readiness for practice
- Mentoring and supervision
- Professional registration and Association membership
- Leadership, management and teamwork
- Ethical and legal practice
- Business fundamentals

2. What level is this course?
400 level Graduate - Independent application of graduate knowledge and skills. Meets AQF and professional requirements. May require pre-requisites and developing level knowledge/skills. Normally taken in the 4th year of an undergraduate program

3. What is the unit value of this course?
12 units

4. How does this course contribute to my learning?

Specific Learning Outcomes On successful completion of this course you should be able to:	Assessment Tasks You will be assessed on the learning outcome in task/s:	Graduate Qualities or Professional Standards mapping Completing these tasks successfully will contribute to you becoming:
Demonstrate sound knowledge of relevant ethical, legislative, and medico-legal issues pertinent to occupational therapy practice.	Task 1 and Task 2	Ethical Knowledgeable.
Demonstrate the metacognitive skills necessary to critically review, analyse, consolidate and synthesise knowledge.	Task 1, Task 2	Empowered. Creative and critical thinkers.
Demonstrate the communication skills to present a clear, coherent and independent exposition of knowledge, experience and ideas.	Task 1 and Task2	Empowered. Creative and critical thinkers.
Demonstrate the ability to adapt knowledge and skills in diverse contexts.	Task 2	Empowered. Creative and critical thinkers.
Demonstrate contribution to the growth of the occupational therapy profession and a commitment to meet ethical responsibilities.	Task 1 and Task 2	Ethical. Creative and critical thinkers.

5. Am I eligible to enrol in this course?

Refer to the USC Glossary of terms for definitions of "pre-requisites, co-requisites and anti-requisites".

5.1 Enrolment restrictions

Students must be enrolled in SC372 or SC440

5.2 Pre-requisites

OCC401

5.3 Co-requisites

Nil

5.4 Anti-requisites

Nil

6. How am I going to be assessed?

6.1 Grading scale

Standard – High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL)

6.2 Details of early feedback on progress

Students will be provided with formative feedback on their ePortfolio and student mentoring during the first three weeks of the course. You will receive summative midway feedback on your ePortfolio in Week 6.

6.3 Assessment tasks

Task No.	Assessment Tasks	Individual or Group	Weighting %	Duration / length	When should I submit?	Where should I submit it?
1	1a. ePortfolio - mid-way	Individual	15%	750 words	Monday of Week 4 by 9:00am	PebblePad
	1b. ePortfolio - final	Individual	35%	1750 words	Monday of Week 8 by 9:00am	PebblePad
2	StudentLink mentoring	Individual	30%	1500 words	Monday of Week 10 by 9:00am	PebblePad
3	Leadership Initiative	Small groups (4 students)	20%	up to 4000 words (equivalent 1000 words per student)	During class in Week 13	PebblePad
			100%			

Assessment Task 1: ePortfolio

Goal:	You will create a comprehensive, coherent and independent exposition of your knowledge, skills and experience as a graduating occupational therapist.
Product:	An ePortfolio
Format:	You will create an ePortfolio in PebblePad. Part 1a will include a professional statement and a curriculum vitae (CV) Part 1b will include a continuing professional development (CPD) plan for your graduate year and evidence of professional competence against the Australian occupational therapy competency standards (2018).
Criteria:	• Quality of evidence • Overall presentation • Synthesis of material • Ethical issues considered

Assessment Task 2: StudentLink Mentoring

Goal:	You will mentor a pair of second year students across the semester to build your mentoring skills.
Product:	Mentoring Log: A compilation of the written agendas with actions and outcomes; and your written feedback to mentee.
Format:	You will be assigned a pair of second year student who you will mentor during the semester. You will schedule weekly meetings with your mentees at a time mutually agreeable. Meetings will occur in between week 1 and week 11. You will keep a mentoring log in PebblePad that includes a list of the topics discussed, a list of the actions and outcomes arising from the meeting and brief reflection on your developing mentoring skills. You will provide verbal feedback to your mentee on his/her progress towards their *Learning Agreement* and engagement in the mentoring process in Week 5 (verbally) and Week 11 (written). Week 5 will be verbal (with a brief summary in your mentoring workbook) and Week 11 feedback will be formal, using the prescribed feedback format. Year 2 students will provide you (their mentee) with their feedback in Week 11.
Criteria:	• Commitment to the profession through development of mentee's skills • Professional integrity and competence • Metacognitive practice and critical thinking • Mentoring Log demonstrates alignment with and the second year student's *Learning Agreement*

Assessment Task 3: Leadership Initiative

Goal:	You will work in groups of four on a leadership initiative education package.
Product:	A presentation and education resources for new graduate occupational therapists that can be completed as a two-hour self-directed learning activity. The education package needs to be in an area of relevance to contemporary occupational therapy practice.

Format:	You will work in a group of four to develop a leadership initiative education package that will be presented (as a 'product pitch) in the final class of the year (10-minute pitch) and shared as a self-directed learning resource with your student peers via PebblePad (2-hour learning activity). You will confirm your topic in Week 6 of semester.
	
	 Topics could include:
	
	 • A new graduates guide to:
	      o Cultural capability
	      o Lymphoedema
	      o Paediatric practice
	      o NDIS
	      o Ergonomics
	      o Working in (…insert country)
	      o Aged care
	      o Acute mental health practice
	      o Rural and remote practice
	      o ePortfolios – beyond university

Criteria:	• Alignment with contemporary practice • Constructively aligned education package • Presentation "pitch" • USC staff and peer review of education package

7.   What are the course activities?

7.1   Directed study hours

The directed study hours listed here are a portion of the workload for this course. A 12 unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

Location: Specific Campus(es) or online:	Directed study hours for location:
USC Sunshine Coast	Weekly 4-hour workshop

7.2   Course content

Week # / Module #	What key concepts/content will I learn?
O-Week	StudentLink Workshop 1 – Getting started – Online
1	Introduction to OCC402; ePortfolio development; Practice Education debriefing, StudentLink
2	Get that job! – Part 1: CVs, Selection Criteria and Career Planning
3	Entering practice: Professional Association membership and registration
4	StudentLink Workshop 2 – Providing verbal feedback
5	Teamwork
6	Leadership
7	Sustainability
8	Get that job! – Part 2: Interviews and starting your career
9	StudentLink Workshop 3 – Providing written feedback

Week # / Module #	What key concepts/content will I learn?
10	Conference preparation – no class for OCC402
11	Understanding the Legal System
12	Business skills for new health practitioners
13	Leadership initiative presentations and resource sharing

Please note that the course content may be subject to variation.

8.   What resources do I need to undertake this course?

Please note that course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Blackboard site. Please log in as soon as possible.

8.1   Prescribed text(s)

There is no set text for this course.

8.2   Specific requirements

Students will need to access Blackboard for all course requirements.

Queries regarding assessment will be addressed on Blackboard – not by email. Other issues can be discussed with your course coordinator via appointment during the designated contact hours as specified on Blackboard. You are required to wear the USC OT uniform for any in-class presentations.

9.   Risk management

Health and safety risks for this course have been assessed as low.

It is your responsibility as a student to review course material, search online, discuss with lecturers and peers, and understand the health and safety risks associated with your specific course of study. It is also your responsibility to familiarise yourself with the University's general health and safety principles by reviewing the online Health Safety and Wellbeing training module for students, and following the instructions of the University staff.

10.   What administrative information is relevant to this course?

10.1   Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

10.2   Assessment: Additional requirements

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

a) The final mark is in the percentage range 47% to 49.4%
b) The course is graded using the Standard Grading scale
c) You have not failed an assessment task in the course due to academic misconduct

10.3   Assessment: Submission penalties

Late submission of assessment tasks will be penalised at the following maximum rate:
- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.
- 10% (of the assessment task's identified value) for the third day
- 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.
- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task.

Weekdays and weekends are included in the calculation of days late.
To request an extension, you must contact your Course Coordinator and supply the required documentation to negotiate an outcome.

10.4   Study help

In the first instance, you should contact your tutor, then the Course Coordinator. Additional assistance is provided to all students through Academic Skills Advisers. To book an appointment or find a drop-in session go to Student Hub.

Contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au

10.5   Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:
- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website:
http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching

10.6   General Enquiries

In person:
- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC South Bank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast -** Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC Caboolture -** Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au